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ABSTRACT

This occupational skills instructional module on authority and responsibility is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into nine sessions: (1) the meaning of authority and responsibility, (2) formal lines of authority, (3) the informal organization, (4) finding out your responsibilities and authority, (5) responsibilities--what employers expect, (6) handling responsibility, (7) responding to authority, (8) clarifying authority and responsibility--the rap session, and (9) authority, responsibility, and the changing roles of women. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., knowledge of operating procedures, dependability); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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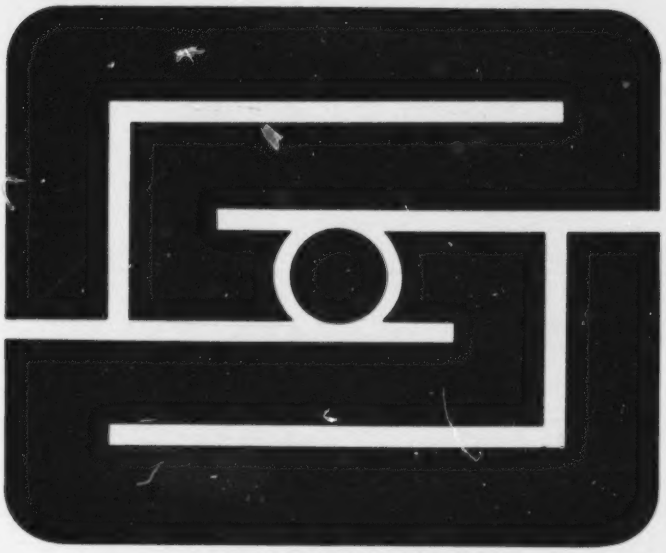
CE 018 564

Methods And Materials For Teaching

Occupational Survival Skills



Authority and Responsibility

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AUTHORITY AND RESPONSIBILITY

Methods and Materials for Teaching
Occupational Survival Skills

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1978

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Robert E. Nelson
Project Director

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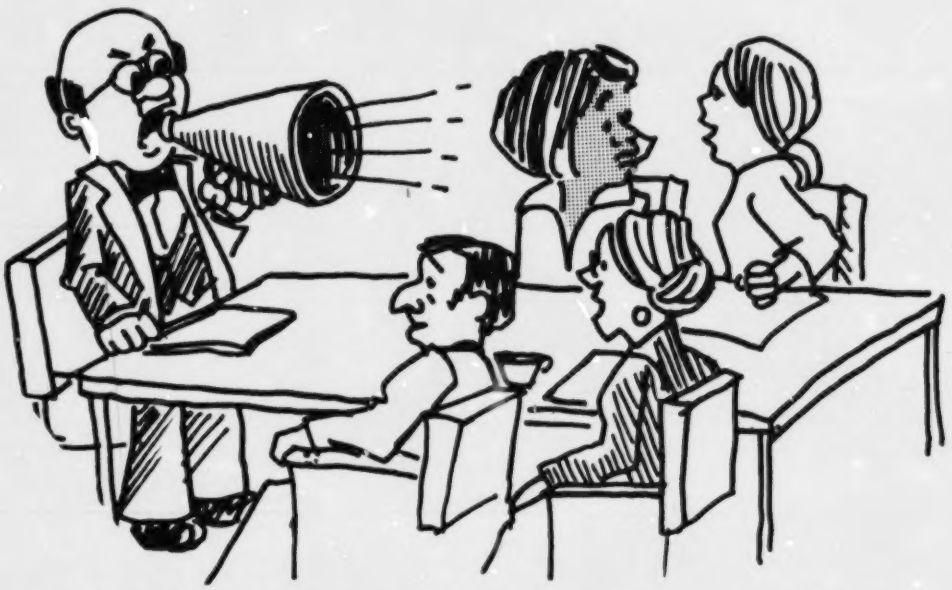
The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

Authority and Responsibility



"I told you Tuesday morning staff meetings were a little wierd."

Module Objective:

Students will develop an understanding of the relationships between authority and responsibility in work situations.

Topic Outline:

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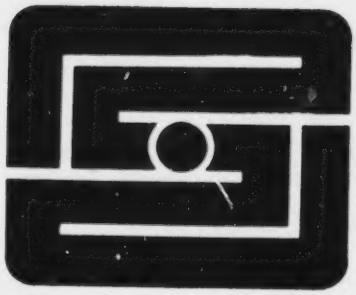


Authority and Responsibility: Overview

When people work together in organizations, they are given certain amounts and kinds of authority and responsibility. Authority is the right to make decisions, to act, and to direct others to act. Responsibility is the obligation of workers to perform satisfactorily the duties they are assigned.

Formal lines of authority are often shown in organization charts. An organization chart shows who supervises whom and the titles of each position. By studying the chart, workers can gain an understanding of where they and their departments fit into the total organization.

While the formal lines of authority show the "official" way an organziation works, the informal organization is also very important to an organization's functioning. When people in an organization get to know each other personally and begin to form friendships, they are forming the informal organization. Informal relationships can improve the workings of an organization when workers willingly help each other.

One way workers can become familiar with their responsibility and authority is by studying their job descriptions. Job descriptions do not tell exactly how to carry out job duties. However, they can give workers an overall view of job responsibilities and authority, which can help workers avoid making mistakes.

Employers expect some things from workers which are not outlined in job descriptions and yet are very important. They expect certain attitudes toward work and toward the organization such as:

loyalty,
enthusiasm,
punctuality,
dependability,
honesty,
willingness to learn, and
willingness to accept criticism.

Workers who develop these attitudes can greatly improve their chances for success on the job.

One common way some people use to avoid responsibility is making excuses. Workers who make a habit of giving excuses instead of accepting responsibility often disappoint themselves and their employers. The habit of making excuses can be broken. Workers should recognize excuse-making as being a problem. They can then decide to accept responsibility by planning, getting help from others, setting deadlines, making lists, and rewarding themselves for completing tasks.

Sometimes workers have difficulty knowing how to respond to authority. Situations may arise in which workers:

cannot do what a supervisor directs
consider an order from a supervisor wrong, or
receive conflicting orders from different supervisors.

Workers need to learn to deal with these situations with skill and tact.

Confusion over authority and responsibility can create difficult problems. One way of dealing with these problems is by holding a rap session in which all workers are considered equal. During a rap session, problems may be brought out into the open and discussed.

In recent years, the role of women in organizaitons has been changing. Women are seeking more authority and responsibility in their jobs than they have held previously. Both men and women are having to adjust to the new roles of women in work situations.

This module deals with many different facets of authority and responsibility. Workers who are familiar with these different facets will be better able to understand and handle situations they will encounter at work.

SESSION ONE

TOPIC: The Meaning of Authority and Responsibility

OBJECTIVE: After defining authority and responsibility, students will be able to identify examples of authority and responsibility in work situations.

SURVIVAL SKILLS EMPHASIZED:

- Punctuality
- Adjusting to work situations
- Organizing others' work activities
- Knowing what is expected
- Being neat and clean
- Working under pressure

IMPORTANCE: In any occupation workers need to know what their responsibilities are and who has the authority to tell them what to do. Students need to understand the meanings of authority and responsibility and to become aware of how they are related. This awareness can help students understand the specific authority and responsibility relationships of a work situation.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Carla Lopez: A Study of Authority and Responsibility

ACTIVITY: The Meaning of Authority and Responsibility

1. Call for suggestions from the class in answering the question, "What is authority?" As the students respond with important or relevant aspects of authority, list them on the board.

2. Have students apply the term authority specifically to job situations and see how close they can come to the definition below.

   - Authority in a job situation is the right to decide, to act, and to direct others to act (or not to act) in achieving organizational goals. The power to reward and punish others is one aspect of using authority.

3. Call for suggestions from the class in answering the question, "What is responsibility?"

   - Responsibility means the obligation of workers to their superiors to perform assigned duties satisfactorily.

4. Pass out Student Worksheet #1 - Carla Lopez: A Study of Authority and Responsibility.

5. Have students read the case, keeping in mind the ideas of authority and responsibility previously discussed.

6. Working either individually, in pairs, or in small groups, have students answer the questions at the end of the worksheet.

FOLLOW-UP:

1. Discuss possible responses to the questions on the worksheet.

   - Carla's responsibilities as explained on the worksheet are:

     (1) to supervise twelve food service employees

     (2) to make sure food is weighed properly

     (3) to make sure food is prepared attractively

     (4) to make sure employees use sanitary methods for preparing food

   - Carla exercised her authority when she:

     (1) decided the Division could work short one employee

     (2) decided the Division could not work short two employees and began telephoning employees who were scheduled to have the day off

(3) assigned duties to each employee

(4) sent Ginger home to change her uniform and put on a hairnet

(5) decided Greg would not receive a pay increase if he did not improve his punctuality

(6) assigned Greg to train a new employee to weigh food for special diets

(7) assigned Greg to make salads

2. Ask students if any of Carla's responsibilities are related to her authority.

   - She has the responsibility of making sure food is weighed properly. She used her authority to assign Greg to instruct the new employee.

   - She has the responsibility of making sure food is prepared attractively. She used her authority to assign the salads to Greg, because she knows Greg will make the salads more attractive.

   - She has the responsibility of making sure food is prepared in a sanitary manner. She used her authority to send Ginger home to change her clothes.

3. How are authority and responsibility related?

   - Workers must have the authority to carry out the responsibilities they are assigned.

Student Worksheet #1
Carla Lopez: A Study of Authority and Responsibility

Carla Lopez is the Food Service Supervisor at Mercy Hospital. She supervises twelve employees who prepare and serve meals for hospital patients and for the cafeteria, which serves hospital staff and visitors. Carla has a reputation with her employees for "running a tight ship," yet being pleasant and fair. She began working in the hospital kitchen washing dishes part-time when she was in high school. After graduating, she began working full-time and quickly learned all the details and procedures of the Food Service Division. After five years she was promoted to supervisor.

Carla's immediate supervisor is Mrs. Melrose, the dietitian. After working with Mrs. Melrose for several years, Carla has learned that Mrs. Melrose believes that food should always be served attractively and that food for special diets should be measured exactly. She has also emphasized the importance of cleanliness and sanitary methods in preparing food.

Today was especially hectic for Carla. Just one hour of the afternoon went something like this:

1:30 pm - Ellie Simon called in sick. Carla decided that she could manage to work short one employee.

1:35 pm - Chuck Baylor called to say he had just found out his father was critically ill and he was going to fly to New Jersey to see him. Since it would be quite difficult to work short two employees, Carla began calling employees who were scheduled to have the day off. Finally, Lois Streeter agreed to take Chuck's place.

2:00 pm - Carla met with the afternoon shift employees to assign duties to each employee. She emphasized the importance of cooperating and helping each other because they were short one person. Carla noticed that Ginger Harper's uniform was wrinkled and dirty and that she was not wearing a hairnet, as required by the State Board of Health.

2:10 pm - After the meeting, Carla talked privately with Ginger. She sent Ginger home to change into a clean uniform and to put on a hairnet.

2:15 pm - Greg Shaw appeared, fifteen minutes late for his scheduled shift for the third time this week. Carla called Greg into her office and explained that he was being unfair to the other employees by

being late. Since this was getting to be an ongoing problem, Carla told him that if he did not improve his punctuality, she would have to turn down the raise that he had requested. She explained that although he did excellent work, his record of tardiness was beginning to interfere with the efficiency of the department. She then assigned him to show Jean, a new employee, how to weigh food for the special diets. She also assigned him to prepare the salad bowls, since Greg seemed to have a special talent for garnishing them attractively.

What are Carla's responsibilities?

1.

2.

3.

4.

In what ways did Carla exercise her authority?

1.

2.

3.

4.

5.

SESSION TWO

TOPIC: Formal Lines of Authority

OBJECTIVE: By completing an organization chart, students will become aware of the formal lines of authority within an oarganization.

SURVIVAL SKILLS EMPHASIZED:
- Working as a team member
- Knowledge of operating procedures
- Understanding written information

IMPORTANCE: Each job in an organization holds certain responsibility and authority. This is determined by the formal relationships between the people who form an organization. By studying an organization chart, students will become aware of how formal lines of authority help an organization run smoothly. They will also gain a perspective of how each position fits into the organization.

MATERIALS AND EQUIPMENT: For each group of about six students, prepare:

One set of Personnel Slips, cut along the dotted line. There will be a total of eighteen different slips for each group;
One pen for writing on the Transparency;
One copy of Transparency #1 - Organization Chart

Transparency #2 - Organization Chart-Sample
Overhead projector

ACTIVITY: Formal Lines of Authority

1. Prepare the class for the exercise by reviewing the concepts of responsibility and authority and by explaining the purpose of an organization chart.

   - An organization chart shows the formal relationships between the people who form an organization.

   - Most organization charts show:

     a. The different parts (division of departments) of the organization and how the parts fit together.

     b. Who is supposed to supervise whom.

   - Organization charts do <u>not</u> show:

     a. How much authority or power a job holds.

     b. All the lines of communication.

     c. The informal organization.

2. Divide the class into groups of about six students each. Give each group one set of <u>Personnel Slips</u>, one copy of Transparency #1-<u>Organization Chart</u>, and a pen for writing on the transparency. Have the group members divide the <u>Personnel Slips</u> evenly among themselves.

3. Have the students write the names and titles of the workers described on the <u>Personnel Slips</u> in the Transparency.

VARIATIONS:

1. In a class of eighteen students or smaller, this activity can be done as a class. Give each student one or more <u>Personnel Slips</u>.

2. Students may be given the <u>Personnel Slips</u> and asked to develop an organization chart without the aid of Transparency #1.

FOLLOW-UP:

1. When students have completed their charts, have a volunteer reporter from each group explain the group's arrangement to the class in terms of authority-responsibility relationships.

2. When the reporters have finished, show Transparency #2-Organization Chart: Sample and have students comment on the differences between their chart and the one on Transparency #2. Use the following questions for discussion:

   - If you were working for a company that did not have an organization chart, how could you figure out the formal lines of authority?

     (For example, position titles, who supervises whom, and who reports to whom.)

   - How can an organization chart help workers understand their jobs?

     (For example, understanding where they fit into the total organization gives workers a better awareness of their own positions; awareness of opportunities for future advancement; understanding the organization's chain of command.)

   - What do you think is the purpose of a formal authority structure within an organization?

     (For example, minimizes confusion over authority and responsibility relationships; establishes responsibility for actions.)

Personnel Slips

Arthur Eldridge is the General Manager. He is in charge of the overall operation of Convenience Wholesales. He supervises the work of the Sales, Warehouse, Transportation, and Accounting Divisions.

Sandra Hall is the Sales Manager. She is supervised by the General Manager. She is in charge of the processing of customers' orders, and she supervises two Order Clerks.

Jose Cordoba is the Warehouse Manager. He is in charge of the operation of the warehouse. He supervises the Stock Control and Purchasing Clerks.

Maurice Eppler is the Transportation Manager. He is in charge of shipping and receiving all goods and keeping records of all transportation costs and charges.

Marcia Roderick is the Accounting Manager. She supervises five main functions: Billing , Accounts Receivable, Accounts Payable, Cashiering, and Payroll.

Tim Moriarity is an Order Clerk in the Sales Division. His main job is typing shipping orders. He also screens all telephone calls to the Sales Division.

Diana Moline is an Order Clerk in the Sales Division. She checks on customers' credit status and types shipping orders.

Roger Kirby is a Stock Control Clerk in the Warehouse. He keeps the inventory up-to-date and handles shipping orders to determine which goods are in stock and which goods must be ordered.

Maureen Costello is the Cashier for the Accounting Division. She receives payments from customers and prepares checks to pay suppliers and employees.

Cynthia Cochran is the President and owner of Convenience Wholesalers. She sets goals for the company and supervises its overall operation.

Stephen Caldwell is the President's Executive Secretary. He screens telephone calls, types correspondence and handles appointments for the President.

Kim Sato is Secretary-Receptionist for the General Manager. She greets visitors, screens telephone calls, and types correspondence for the General Manager.

Claudia Cortes is a Purchasing Clerk in the Warehouse. She orders merchandise from suppliers and keeps the inventory records up-to-date. She also approves bills from suppliers and sends them to the Accounting Division for payment.

Raymond Small is a Clerk in the Transportation Division. He computes shipping charges for customers' orders. He also screens all telephone calls to the Transportation Division.

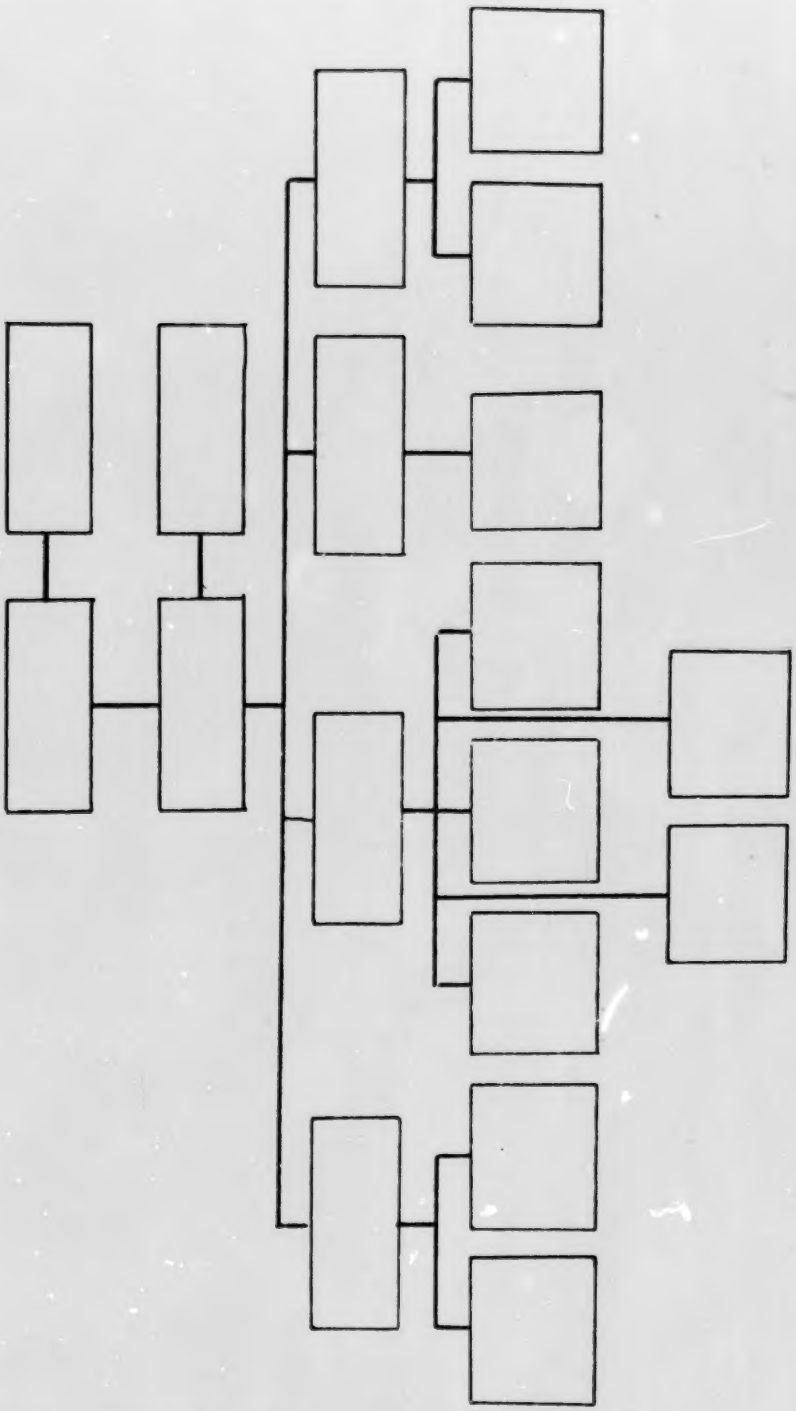
Denise Kingston is the Billing Clerk for the Accounting Division. She prepares bills to customers for goods they have ordered.

Russell Frey is the Accounts Receivable Clerk for the Accounting Division. He sends bills for goods and shipping charges to customers. He also records payments received from customers.

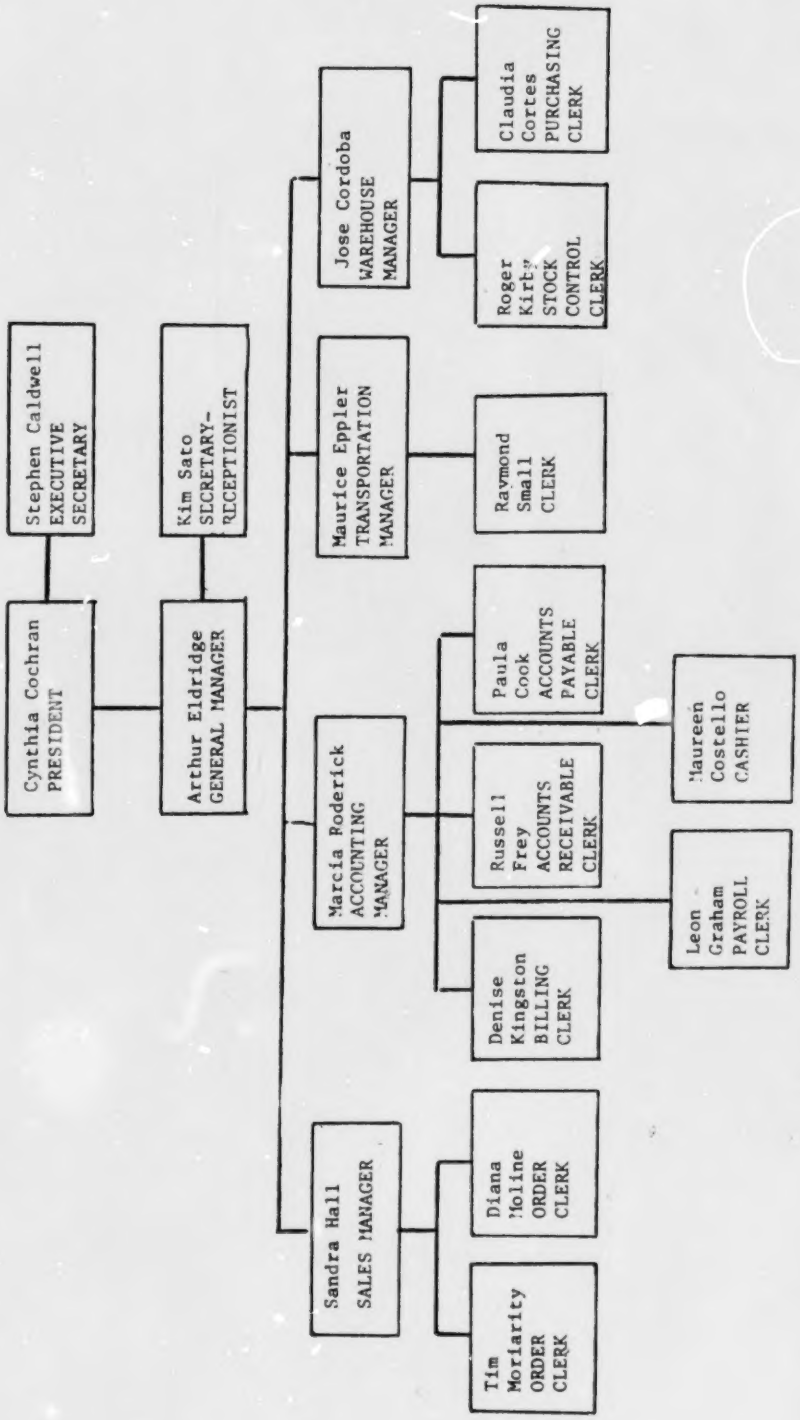
Paula Cook is the Accounts Payable Clerk in the Accounting Division. She records bills from and payments to suppliers.

Leon Graham is the Payroll Clerk in the Accounting Division. He keeps records of employees' hours and the amounts employees are to be paid.

Transparency #1 Organization Chart



Transparency #2 Organization Chart - Sample



SESSION THREE

TOPIC: The Informal Organization

OBJECTIVE: By comparing formal relationships to informal relationships in an organization, students will recognize the informal lines of authority that exist in job situations.

SURVIVAL SKILLS EMPHASIZED:

Getting along with others
Working as a team member
Knowledge of operating procedures

IMPORTANCE: The formal organization is usually well-defined and relatively easy to identify. However, many job situations are also influenced by an informal organization. Formal authority rests with a position. Informal influence depends more on the individuals involved. The informal organization is important in the operation of a firm. Workers need to be aware of unwritten rules and customs which are usually developed by the informal organization. In addition, the informal organization can increase or decrease the efficiency of the formal organization.

MATERIALS AND EQUIPMENT:
Transparency #3 - The Informal Organization
Transparency #2 - Organization Chart Sample (from SESSION TWO)
Student Worksheet #2 - Case Study: The Inside Man
Overhead Projector
Colored pens for writing on transparencies

ACTIVITY: Informal Lines of Authority - Class Exercise

1. Begin class by using Transparency #3 - The Informal Organization to explain and discuss the informal organization.

2. Project Transparency #2 - Organization Chart-Sample. Read the following description of the informal organization. Draw lines connecting the persons who have relationships. Use a different color pen to connect each of the five groups of persons listed. The resulting jumble of lines will show students how complicated an informal organization can be, even in a small organization of 18 members.

   - Maureen Costello (Cashier), Kim Sato (Secretary to the General Manager), Roger Kirby (Stock Control Clerk), and Russell Frey (Accounts Receivable Clerk) have formed a car pool since they all live in the same neighborhood. They often talk about their jobs together and help each other with work problems.

   - Arthur Eldridge (General Manager), Diana Moline (Order Clerk), Marcia Roderick (Accounting Manager), Raymond Small (Clerk), and Jose Cordoba (Wareshouse Manager) have formed a bowling team in a local league. They have gotten to know each other and sometimes call on each other when a job needs to be done in a hurry.

   - Denise Kingston (Billing Clerk) and Roger Kirby (Stock Control Clerk) started a tradition of holding a party each month for those who have birthdays. They usually collect money from all employees and ask Leon Graham (Payroll Clerk) or Claudia Cortes (Purchasing Clerk) to bake a cake.

   - Since the Sales and Accounting Divisions are located close together, Tim Moriarity (Order Clerk) had the idea of starting a coffee fund. Employees in both Divisions pay a certain amount each month for coffee, cream, and sugar, and all employees in the two Divisions take turns making the coffee.

   - Cynthia Cochran (President) and Sandra Hall (Sales Manager) have become good friends and often play tennis together.

3. Questions for Discussion

   - How can the informal organization help the company get things done?

   - How could problems arise as a result of the informal organization?

- How could the informal organization affect the formal authority and responsibility relationships in the organization?

FOLLOW-UP: Discuss the value of being aware of the informal organization where you work. For example, a worker who does not understand the explanation of a new procedure may not want to ask the supervisor to explain it again. Instead the worker will probably wish to ask a co-worker, who is a trusted friend, to explain the procedure, and to help correct mistakes, so the supervisor does not find out.

ACTIVITY: Case Study--Presentation and Analysis

1. Distribute Student Worksheet #2 - Case Study: The Inside Man. Either give students time to read the worksheet or, because it is relatively short, read it aloud.

2. The following questions can be used to relate the case to the topic of informal authority:

   - Did Henry have formal authority to give Matt special favors? How did Henry get away with granting favors to certain customers?

   - How do you feel about this type of informal authority? Would you feel differently if Henry's brother didn't know what was going on?

   - The formal organization is out in the open; the informal organization can range from recognizable to hidden to sneaky to outright illegal. Can you think of some examples?

   - Personal relationships play a big part in the informal organization. Henry had an "in" because he was a relative; Matt had an "in" because he was a long-time established customer. What other personal relationships can play a part in the informal organization? (i.e., common interests, friendships, bribery, prejudices, sympathy, etc.)

FOLLOW-UP: Allow five minutes at the end of class to summarize what has been learned and its importance on the job.

- The informal organization can work for or against the formal organization.
- The informal organization forms as a result of personal relationships within the formal organization.
- The informal organization develops customs or ways of doing things that guide workers in knowing how to behave.
- The informal organization helps give workers a feeling of belonging and emotional support.
- Workers in organziations should recognize the importance of the informal organization.

Transparency #3 The Informal Organization

The informal organization

-Results from personal relationships of workers
-Satisfies the need to belong
-Gives emotional support
-Provides a guide to correct behavior

The structure of the Informal Organization is determined by

-Closeness (physical) of workers
-Opportunities for communication
-Common interests
-Whether workers like each other

The informal organization develops accepted ways of doing things

-Special lunch arrangements
-Trading of duties
-Social activities during off-work hours
-Celebration of holidays

The informal organization can either help or hinder the formal organization

-Good relationships can hep get tasks accomplished
-Special relationships can aid workers in avoiding formal lines of authority
-Group action can resist orders of formal authority

Student Worksheet #2 The Inside Man

Matt Harney and his wife own and operate a florist shop in the center of a small midwestern city. They do most of their buying from the local wholesaler, Florist Supply. Matt took over the shop when his parents retired, so his shop has been doing business with Florist Supply longer than any other.

Matt recently had a chance to purchase a large quantity of corsage boxes from another dealer at quite a savings over Florist Supply's price, so he called up Florist Supply and asked to speak to Henry, the owner's brother. When Matt finished talking, he had made an unbelievable deal. He was to receive the same quantity price as the other firm, and Florist Supply would store Matt's order and deliver it one or two cartons at a time, as Matt needed it.

Yes, Henry is a good man to know. He's worked for his brother for years and likes to give special attention to the old established customers. Whenever he loads Matt's order, he gives him flowers from the freshest batch instead of from the oldest one, the normal procedure. And whenever anything starts to get in short supply, Henry sets aside a portion to hand out personally in case his special customers need some. Henry's brother has spoken to him about stopping his favoritism, but Henry just nods agreement and keeps on doing things his way. Henry sure is a good man to have around--for Matt anyway.

SESSION FOUR

TOPIC: Finding Out Your Responsibilities and Authority

OBJECTIVE: By writing job descriptions, students will recognize that each job has specific responsibilities and authority.

SURVIVAL SKILLS EMPHASIZED:

- Working as a team member
- Basic writing skills
- Knowing what is expected
- Knowledge of operating procedures

IMPORTANCE: New workers often waste a great amount of time and energy learning the responsibility and authority of a position by the process of trial and error. Workers can adjust to their new jobs more quickly if they immediately begin learning their job responsibilities and authority. As a result, they will have a better understanding of their jobs and will make fewer mistakes.

MATERIALS AND EQUIPMENT: One copy of Student Worksheet #3 - Sample Job Description, for each group of four to six students in the class.

One copy of Student Worksheet #4 - Job Description Forms, for each student in the class, plus one for each group of four to six students.

ACTIVITY: Group Project

1. Explain that you can find out what your job responsibilities and authority are on a new job in two basic ways:

   - If there is a formal job description available, it will spell them out.

   - If not, you can write your own job description from information obtained during your training and by asking questions.

2. Divide the class into groups of 4 to 6 students each. Give each group a copy of the Sample Job Description (Student Worksheet #3) and a Job Description Form (Student Worksheet #4).

3. Allow 10 to 15 minutes for the groups to discuss Student Worksheet #3 and use it as a guide to complete Student Worksheet #4, using the job title "Student Member of this Class."

FOLLOW-UP: Compare the results of the various groups and discuss the similarities and differences. Develop a composite job description as a class.

ACTIVITY: Individual Project

1. Distribute Student Worksheet #4 - Job Description Form.

2. Allow 10 to 15 minutes for students to fill out the forms individually, choosing a job title based on a part-time job they may hold, a position they have held in an organization, club or team, or their position as a member of a family.

3. Call upon some of the students to read their job descriptions to the class for discussion, as time allows.

   - Why must a worker have both specific responsibilities and authority to accomplish them?

FOLLOW-UP: 1. Using the following statements, summarize the usefulness of job descriptions in finding out your authority and responsibility in a work situation.

   - It is essential for workers to have clear ideas about their job responsibility and authority.
   - A formal job description will provide workers information about job responsibility and authority.
   - Knowledge of job authority and responsibility can reduce mistakes and assist the new employee to be a better worker.

- If a formal job description is not available, it is wise for the worker to write one based on information that can be collected.

2. Have students turn in their individual job descriptions.

Student Worksheet #3 Sample Job Description

Job Title: Shipping Clerk

Department: Shipping

Position of Immediate Supervisor: Head Shipping Clerk

I. General Summary of Responsibility:

Prepare merchandise and products for shipping. Responsible for merchandise being received in good condition. Keep records of shipments made and received.

II. Specific Job Responsibilities:

1. Requests merchandise from supply room
2. Checks correctness of orders
3. Packs goods for shipping
4. Determines least expensive and quickest method of shipping
5. Keeps records of weight, cost, dates, and methods of shipment for each order

Student Worksheet #4 Job Description Form

JOB TITLE:

DEPARTMENT:

POSITION OF IMMEDIATE SUPERVISOR:

I. GENERAL SUMMARY OF RESPONSIBILITY

II. SPECIFIC JOB RESPONSIBILITIES:

1.

2.

3.

4.

5.

6.

SESSION FIVE

TOPIC: Responsibilities - What Employers Expect

OBJECTIVE: After identifying behaviors that illustrate specific positive and negative attitudes on the job, students will be able to identify their own attitudes based on their behavior.

SURVIVAL SKILLS EMPHASIZED:

- Punctuality
- Dependability
- Giving an honest day's work
- Following instructions
- Loyalty

IMPORTANCE: In addition to expecting employees to handle the technical aspects of their jobs, employers also expect certain attitudes from their employees. In fact, many workers who have adequate technical skills have difficulty on the job because of poor attitudes. Employers expect workers to be loyal, enthusiastic, dependable, honest, and willing to learn and accept criticism.

MATERIALS AND EQUIPMENT:
Transparency #4 - Student Attitudes
Student Worksheet #5 - Student Attitudes
Overhead Projector
Pen for writing on transparencies

ACTIVITY: What Employers Expect

1. Begin the session by explaining that a worker's responsibility includes more than just performing a job. Employers expect workers to approach their jobs with a positive attitude. Workers' attitudes are usually judged by their behavior on the job.

2. Distribute Student Worksheet #5 - Student Attitudes, and project Transparency #4 on the overhead projector. Discuss each of the attitudes listed and ask students to give examples of both positive and negative behaviors that students demonstrate for each attitude. List these on the transparency. A list of possible responses is given below.

- Loyalty

  1) Students who are loyal

     -- want to make others look good
     -- stand up for friends

  2) Students who are not loyal

     -- gossip about friends

- Enthusiasm

  1) Students who are enthusiastic

     -- smile
     -- are interested in others
     -- are easily excited about new things

  2) Students who are not enthusiastic

     -- frown
     -- hate school
     -- do only enough to get by

- Dependability

  1) Students who are dependable

     -- complete assignments on time
     -- are rarely absent
     -- can keep a secret
     -- work well alone

  2) Students who are not dependable

     -- turn in assignments late or not at all
     -- are often absent
     -- must have a lot of supervision

- Honesty

  1) Students who are honest

     -- tell the truth
     -- express real feelings

  2) Students who are dishonest

     -- lie
     -- steal
     -- cheat on exams
     -- try to "get away with" as much as possible

- Willingness to learn

  1) Students who are willing to learn

     -- try to be good students
     -- are curious about things
     -- like to try new things
     -- welcome suggestions

  2) Students who are not willing to learn

     -- don't care about schoolwork
     -- are prejudiced against others
     -- don't take suggestions well

- Willingness to accept criticism

  1) Students who are willing to accept criticism

     -- are willing to follow suggestions from others
     -- learn from mistakes
     -- accept criticism cheerfully

  2) Students not willing to accept criticism

     -- argue or sulk when given criticism
     -- make excuses for mistakes

3. After discussing examples of each attitude on Student Worksheet #5, have students rate themselves on each attitude.

FOLLOW-UP:

1. Explain to students that people develop attitudes and habits over long periods of time. People tend to carry attitudes from school to work situations. For example, a person whose attendance record is poor in school is likely to have a poor attendance record at work.

2. Relate the activity to job situations by asking students to describe how workers might demonstrate each of the attitudes discussed.

   - Loyalty

     1) Workers who are loyal

        -- try to make the company look good
        -- work hard for the organization
        -- do their best

     2) Workers who are not loyal

        -- criticize their organization to outsiders
        -- are mostly concerned about what the organization can do for them

   - Enthusiasm

     1) Workers who are enthusiastic

        -- do their best
        -- are interested in their work
        -- share their ideas
        -- are cheerful
        -- give others help

     2) Workers who are not enthusiastic

        -- do only enough to get by
        -- don't care about the quality of their work
        -- may be grouchy

   - Dependability

     1) Workers who are dependable

        -- arrive at work on time
        -- finish assigned work on schedule
        -- call when they must miss work due to illness
        -- are seldom absent from work
        -- keep promises

2) Workers who are not dependable

-- arrive at work late
-- do not finish assigned work
-- miss work without notifying employer
-- are often absent from work
-- make excuses
-- break promises

- Honesty

1) Workers who are honest

-- admit their mistakes
-- express their opinions

2) Workers who are dishonest

-- may steal things from their company
-- try to get away with as much as they can

- Willingness to learn

1) Workers who are willing to learn

-- listen carefully to instructions
-- ask questions when they do not understand
-- try new things
-- learn from their own mistakes

2) Workers who are unwilling to learn

-- ignore instructions
-- dislike taking advice

- Willingness to accept criticism

1) Workers who are willing to accept criticism

-- follow suggestions made by others
-- use criticism to improve the quality of their work
-- learn from suggestions
-- accept criticism gracefully

2) Workers who are unwilling to accept criticism

-- get angry or sulk when criticized
-- think they are always right
-- reject suggestions
-- make the same mistakes over and over

3. Have students review their self ratings on Student Worksheet #5. Then ask each student to write down three changes which would be likely to improve their chances for success in a work situation. These changes need not be shared with other class members.

4. Discuss briefly ways in which people can change their attitudes. Ask students to write down at least one way in which they can begin to make the changes they have listed.

5. Use the following questions to conclude the discussion:

   What might happen to workers who have negative attitudes?

   Why should students begin working to develop positive attitudes now?

Student Worksheet #5
Transparency #4 Student Attitudes

LOYALTY

Loyal ——— Disloyal

10 9 8 7 6 5 4 3 2 1 0

ENTHUSIASM

Enthusiastic ——— Unenthusiastic

10 9 8 7 6 5 4 3 2 1 0

DEPENDABILITY

Dependable ——— Undependable

10 9 8 7 6 5 4 3 2 1 0

HONESTY

Honest ——— Dishonest

10 9 8 7 6 5 4 3 2 1 0

WILLINGNESS TO ACCEPT CRITICISM

Willing to accept criticism ——— Unwilling to accept criticism

10 9 8 7 6 5 4 3 2 1 0

SESSION SIX

TOPIC: Handling Responsibility

OBJECTIVE: After discussing how people use excuses to avoid responsibility, students will identify excuses they use and develop alternative ways of dealing with responsibility.

SURVIVAL SKILLS EMPHASIZED:

- Dependability
- Working as a team member
- Knowing your strengths and weaknesses
- Giving an honest day's work
- Following instructions
- Adjusting to various situations

IMPORTANCE: One common way of avoiding responsibility is by making excuses. Although most people make excuses at one time or another, some people get into a habit of making excuses instead of working for results. Workers who constantly make excuses are eventually stopped by someone who refuses to accept excuses. People who work for results instead of making excuses are usually successful workers.

MATERIALS AND EQUIPMENT:

Transparency #5 - Excuses
Transparency #6 - How to Stop Making Excuses
Student Worksheet #6 - How to Stop Making Excuses
Overhead Projector
Pen for writing on Transparency

ACTIVITY: Excuses

1. Begin the session by reading the following situation:

   Mrs. McGraw was hired to replace the office manager who recently retired. She decided to have the filing system rearranged so that papers would be easier to find. She explained the new system to Howard and Gene,

two clerks in the office, and also gave them written instructions. Howard and Gene were each assigned to rearrange half the files. She told them she wanted the files finished in a week.

A week later, Howard and Gene had the following to say to Mrs. McGraw:

Howard: If I could just have a couple more days, I could finish the files. I had so many other things to do that I just didn't have time. Rearranging the files is an awfully big job, and I couldn't figure out where everything should be filed.

Gene: The files I worked on are finished. I had a hard time at first, but I kept referring to the direction sheet you gave me until I got the hang of it. I had a lot of other work to do, but I set myself a goal to finish one cabinet each day, and that helped me finish the work.

2. Ask students to comment on the situation. The following questions may be used:

   - What is the main difference between the two workers? (Howard made excuses for not having his work done. Gene worked hard to get the work finished.)
   - If you were Mrs. McGraw, how would you react to Gene and Howard?
   - What do you suppose will happen to Howard if he continues making excuses?
   - Why did Mrs. McGraw give Howard and Gene instruction sheets?

3. Show Transparency #5 - Excuses on the overhead projector. Ask students to add to the list of excuses they have used or heard others use.

4. Hand out Student Worksheet #6 - How to Stop Making Excuses. Project Transparency #6 - How to Stop Making Excuses, to show students how to use the worksheet. The following example may be used to demonstrate how to use the worksheet:

- What tasks do you avoid by making excuses?

  Housework - my apartment is always a mess, and I am ashamed to have any one visit me.

- What are your "favorite" excuses?

  1. Not enough time

  2. Too tired

- How can you use the following to finish your task instead of making excuses?

  Planning - I can plan to do a little each day.

- Getting help or advice from others - I can ask my roommate to help me keep it clean.

- Setting a deadline - I can invite friends over next week, so I will have to clean it up!

- Making a list - I can make a list of what needs to be done and mark the items off as I finish.

- Reward for finishing a task - 1) Feeling of accomplishment, 2) Clean apartment is nice to look at, 3) I deserve a hot fudge sundae for getting that job done!

5. Have students complete the worksheet, using examples from their own lives in which they use excuses to avoid responsibility.

FOLLOW-UP: 1. Ask students to suggest ways that making excuses can cause problems.

- People who make excuses may start to believe their own excuses after a while.

- Making excuses can become a habit.

- Making excuses may be a way of avoiding failure. But, if you don't try doing things, you will never give yourself a chance to succeed!

- Those who constantly make excuses are often unhappy.

2. Ask students to suggest ways that workers can create problems by making excuses.

   - Other workers may get upset if excuse-makers don't do their share of the work.
   - Supervisors would probably get tired of getting excuses instead of results.
   - Workers who make excuses may lose confidence in their abilities because they never give themselves a chance to succeed.

3. Ask students to think of advantages of handling responsibility instead of making excuses in work situations.

   - Workers who accept and handle responsibility are more likely to obtain pay raises and promotions.
   - Workers who accept and handle responsibility help their co-workers to work more effectively.
   - Workers who learn to handle responsibility are likely to have a feeling of satisfaction and accomplishment in their work.

Transparency #5 Excuses

If I knew the right people . . . .

If I were smarter . . . .

If I just had one more chance . . . .

If other people weren't so down on me . . . .

If I could just do my own thing . . . .

If I had a better personality . . . .

If other people understood me . . . .

Transparency #6 How to Stop Making Excuses
Student Worksheet #6

What tasks do you avoid by making excuses?

What are your "favorite" excuses?

Think of one task you have avoided doing by making excuses. How can you use the following to finish your task instead of making excuses?

Planning

Getting help or advice from others

Setting a deadline

Making a list

Reward self for finishing a task

Other ideas:

1.

2.

3.

SESSION SEVEN

TOPIC: Responding to Authority

OBJECTIVE: After discussing a situation in which a worker must respond to more than one person in authority, students will explore ways of responding to authority.

SURVIVAL SKILLS EMPHASIZED:

- Adjusting to work situations
- Knowing what is expected
- Getting along with others
- Working under pressure

IMPORTANCE: Workers may sometimes have difficulty knowing how to respond to authority. For example, workers who have more than one "boss" may receive conflicting instructions. This creates a frustrating situation in which the worker is caught in the middle. Other difficult situations may occur when workers are unable to do what a person in authority directs or when the person in authority directs workers to do things they consider wrong.

MATERIALS AND EQUIPMENT:
Transparencies #7 through 10 - Responding to Authority
Student Worksheet #7 - Caught in the Middle
Overhead Projector

ACTIVITY: Responding to Authority

1. Begin the session by asking students if they ever have problems responding to authority. They should think about experiences with parents, teachers, employers, and other persons in authority.

2. Project Transparency #7. Discuss with students different work situations in which workers do not understand their instructions.

- This problem is very common when workers are new on the job. Sometimes others forget that new workers need time to get to "know the ropes."

3. Project Transparency #8. Discuss with students different work situations in which workers receive instructions they are unable to carry out.

4. Project Transparency #9. Discuss with students different work situations in which workers receive instructions they consider wrong.

   - This creates a difficult situation, in which workers may have to compromise what they believe is right.

5. Project Transparency #10. Discuss the problems that workers may have when they receive conflicting orders. Distribute Student Worksheet #7 - Caught in the Middle. Have students read the case and answer the questions at the end.

FOLLOW-UP: 1. Discuss the students' answers to the questions on the worksheet.

   - Lisa probably feels frustrated because no matter what she does, she will displease either Mrs. Barnes or Mrs. Camp.

   - Lisa cannot follow both sets of instructions at the same time.

   - Lisa might tell Mrs. Camp that Mrs. Barnes asked her to read the story. However, this is a real test of Lisa's ability to deal with people. She will have to avoid offending Mrs. Camp.

   - Since the same kind of problem has occurred three different times, Lisa would be wise to deal with the overall problem--she cannot follow instructions from two supervisors. She could:

     1) tell Mrs. Barnes about the problem
     2) tell Mrs. Camp about the problem
     3) tell both Mrs. Barnes and Mrs. Camp about the problem

2. Have students role-play right and wrong ways of dealing with the problem.

   - How should a worker act toward persons in authority?
   - What could happen to a worker who doesn't know how to act toward a person in authority?

Transparency #7 Responding to Authority

THEREFORE, FORGET NOT WHAT...
GO FORWARD WITH STOUT HEART..
WE USED TO DO IT THE HARD WAY..
?
THE GOOD OLD DAYS...
NOT WHAT IT USED TO BE..
USE YOUR COMMON SENSE M'BOY...

Workers may receive instructions they do not understand.

Transparency #8 Responding to Authority

Workers may receive instructions they are unable to carry out.

Transparency #9 Responding to Authority

Workers may receive instructions they consider morally wrong.

Transparency #10 Responding to Authority

Workers may receive conflicting instructions from different authorities.

Student Worksheet #7 Caught in the Middle

Lisa Fleming is a teacher's aide in Mrs. Barnes' 5 year-old afternoon group at Kiddie Kare Nursery School. In the weeks since she started, Lisa has been confronted with a number of situations which she has found difficult to handle.

Three weeks ago, Mrs. Barnes told Lisa to take the children outside, but since it had rained earlier in the day, to keep them out of the mud. Lisa did this while Mrs. Barnes went on her lunch break. The children were playing and staying out of the mud when Mrs. Camp, the director, came out and told Lisa to bring them in. It was much too wet to have them outside and she should have known better, according to Mrs. Camp.

Last week Mrs. Barnes sent Lisa to the office to collect pictures from the files for the children to use in decorating their room for Parent Night. Mrs. Camp saw Lisa going through the files and told her to pick out a few pictures for each of the bulletin boards in the hallway. Lisa told her Mrs. Barnes needed them right away, but Mrs. Camp replied that it would be a waste of time not to get them now. When Lisa got back to the room, Mrs. Barnes was disgusted that it had taken her so long.

Today Lisa was to take charge of the rest period for the first time. It is Mrs. Barnes' policy to read a story and then let the children talk quietly for a few minutes. Lisa had just started the story she selected when Mrs. Camp motioned for her to come to the door. "Stop the story, Lisa. Getting the children excited about a story is no way to calm them for a rest period. Certainly you know better than that."

Lisa is really confused. If she doesn't stop, Mrs. Camp will be angry with her and if she does stop, both the children and Mrs. Barnes will be upset.

1. If you were Lisa, how do you think you would feel about the situation?

2. Can Lisa follow her instructions from both Mrs. Barnes and Mrs. Camp?

3. What should Lisa do to handle the situation right now?

4. How can Lisa prevent the problem from occurring again?

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*Adapted from "Case Problems for Teaching Occupational Survival Skills," by Karen Robertson, 1974.

SESSION EIGHT

TOPIC: Clarifying Authority and Responsibility -- The Rap Session

OBJECTIVE: By discussing and participating in a rap session students will recognize how a rap session can help to clarify authority and responsibility on the job.

SURVIVAL SKILLS EMPHASIZED:

- Adjusting to work situations
- Working under pressure
- Knowing what is expected
- Basic speaking skills
- Getting along with others

IMPORTANCE: Authority and responsibility change over time, and these changes sometimes create confusion. The informal nature of the rap session makes it a valuable tool in work situations. When new responsibilities are introduced and workers do not know for sure how much authority they have, a rap session between workers and their supervisors can be helpful to all.

MATERIALS AND EQUIPMENT:
Student Worksheet #8 - The Time Study Problem.
One copy of Student Worksheet #9 cut into slips.
15 blank name tags

ACTIVITY: Class-wide Rap Session

1. Begin the session by explaining the meaning of a rap session in a work situation and how it can help workers clarify what is expected of them. A rap session is:

   - An honest, straightforward method of communicating on-the-job problems in which the views of every worker are respected regardless of position.

- An informal, authority-free situation in which employees and employers get together and discuss problems and concerns of their jobs.

2. Ask 15 students to volunteer for the rap session. The remaining students will be observers.

3. If possible, rearrange the desks so that a group can be seated together informally for the rap session.

4. The instructor or students may suggest a school-related issue for the rap session or the situation given on Student Worksheet #8 - The Time Study Problem may be used. If this is used, distribute Student Worksheet #8 and the slips of paper describing the roles (Student Worksheet #9). Have the students participating in the rap session each write their job titles on a name tag so they can identify each other during the rap session.

5. Briefly go over Student Worksheet #8 with students, emphasizing the guidelines for the rap session. Observers should keep the guidelines in mind during the rap session.

6. Before starting the rap session, have all participants tell the group their roles (Employee, Supervisor A, B, or C, Department Head, or Consultant). Participants are not to read their role descriptions. Employees should know who their supervisors are, and Supervisors need to know who their Employees are.

FOLLOW-UP: Allow ten minutes at the end of class for the follow-up. Ask the observers to comment on whether the participants observed each of the guidelines.

- Did anyone "take over" and prevent others from talking?
- Did the participants really listen to each other?
- Did the participants encourage the quieter persons to express their views?
- Were the participants honest, yet considerate of the feelings of others?
- Did the participants deal with conflicts rather than avoid them?

Student Worksheet #8 The Time Study Problem

Department Q began a time study a week ago. By finding out how workers use their time on the job, they hope to eliminate unnecessary work and discover more efficient ways to run the department. A consultant was hired to plan and carry out the study. The consultant had a meeting with the Department Head, the Secretary, and the Supervisors to explain the forms that had to be filled out by all employees. The forms consist of sheets on which employees must account for all the time they spend on the job. Many problems have come up in the past week. The forms are not being filled out correctly and some employees are not filling them out at all. If the study is to be a success and to help the department, the forms must be filled out correctly. A rap session has been called to try to work out the problems.

Fifteen people are involved. You will receive a slip of paper describing one of these people. You are to participate in the rap session as the person described on your slip of paper. Do not show or read your slip of paper to any one. You will be asked to introduce yourself. Use your own name and explain who you are (employee, supervisor, etc.). Supervisors, the Department Head, and the Consultant are to be addressed as Mister or Miss and their last name. All others will be called by their first names.

Some guidelines for a rap session are:

1. Give everyone a chance to speak
2. Listen to what others have to say. Try to understand the other person's point of view
3. Encourage others to share their ideas
4. Express your thoughts and feelings, but be considerate of other people's feelings
5. If there is a conflict, talk about it

Student Worksheet #9 Role Playing Slips

You are the Department Head, and you know that the employees dislike the extra paperwork involved in the time study. You also know that the time study will help the company by helping the employees work more efficiently - but only if the forms are filled out completely and correctly.

You are a Consultant. You have been hired by the company to plan and carry out this time study. From your past experience, you know that employees dislike filling out the forms involved. You also know that if they do not cooperate with you, time, money, and effort will be wasted, and the study will be a failure.

You are the departmental Secretary, and you have been given the job of collecting all the forms each day and compiling the information on all the forms for the department. You have been having a very hard time collecting the forms each day, and you are also finding that many of the forms are incorrectly filled out. This makes it impossible for you to do your job correctly. You are very frustrated.

You are Supervisor A in the department. Your employees are complaining about the extra paperwork and about not knowing how to fill out the forms. You are beginning to wonder if the time study is worth all the trouble.

You are Supervisor B in the department. Your employees are complaining about the extra paperwork and about not knowing how to fill out the forms. You have great hopes for the time study, since it could make the work in the department much more efficient. You are getting frustrated because you feel your employees are just not trying to cooperate.

You are Supervisor C in the department. You have been against the time study from the start, and you just don't see how it could help the department. Your employees have told you they don't like the paperwork, and you don't require them to do it. The secretary has been criticizing your attitude toward the project.

Employee

You are a new employee in the department, and you work for Supervisor A. The time study started before you came, so you did not get instructions in filling out the forms. You think the time study is a good idea, and you would like to fill out the forms correctly, but your supervisor (A) just doesn't have time to explain it to you.

Employee

You work for Supervisor A. You think you understand how to fill out the forms, but you are concerned about the extra time it takes. You can see that you could easily spend your lunch hour and coffee break filling out forms, and you strongly dislike the idea.

Employee

You work for Supervisor A. You don't like filling out the forms, you think they are too complicated, and you just don't understand them.

Employee

You work for Supervisor B. You are afraid that the time study may result in your losing your job because it is to discover ways to increase efficiency in the department.

Employee

You work for Supervisor B. You don't like the extra paperwork the time study has caused, but you are trying your best to fill out the forms correctly. Your problem is that you have trouble finding your supervisor to ask questions about the forms. You know you are making mistakes, but you seem to have no way of getting the information you need.

Employee

You work for Supervisor B. You find the forms complicated, and you think you have enough paperwork to do already. Your supervisor has criticized you for your attitude, but you are sure he/she has no idea of what your paperwork load is already, and you resent the criticism.

Employee

You work for Supervisor C. You find the forms simple to fill out, and you don't understand why everybody is having so much trouble. You think the project is a good idea, though you haven't told this to your supervisor, since he/she seems to dislike it so much.

Employee

You work for Supervisor C. You see filling out the forms as a waste of your time, and you are glad your supervisor does not require you to do it.

Employee

You work for Supervisor C. You would like to cooperate with the study, but you just don't understand how to fill out the forms. Your supervisor is no help, as he/she is so much against the project that he/she did not bother to learn to fill out the forms.

SESSION NINE

TOPIC: Authority, Responsibility, and the Changing Roles of Women

OBJECTIVE: By discussing the case problem "Happy Home Insurance Company," students will gain insight into the special problems pertaining to authority and responsibility that are encountered by women and by men in their dealings with women in the job situation.

SURVIVAL SKILLS EMPHASIZED:

- Dependability
- Organizing the work activities of others
- Giving an honest day's work
- Specialized training
- Adjusting to work situations

IMPORTANCE: Authority and responsibility is a key issue in the controversy over the changing role of women in work situations. Therefore, this topic is given special consideration in this module. Within the formal organization, women have tended to remain in the positions of minimal authority. In many cases, women have been given much more responsibility than authority. Where they have been given authority, they encounter problems with response to that authority and with the use of that authority. It is important for women to understand these problems and how to overcome them. And it is important for men to learn how to cope with problems involving women in authority.

MATERIALS AND EQUIPMENT: Two copies of Student Worksheet #10 - Happy Home Insurance Company, for the two students who will take part.

ACTIVITY: Happy Home Insurance Company

1. Have two members of the class come to the front of the room and act out the roles of the applicant and interviewer as they read their parts out loud from Student Worksheet #10 - Happy Home Insurance Company.

2. Have the class comment on how they think the applicant, Beth Johnson, must have felt during the interview. Would they have handled the interview or particular questions any differently?

3. What common negative attitudes about the authority and responsibility of women are brought out in the interview? (For example, that women put family requirements ahead of job responsibilities, that men will not accept a woman's authority, that women take on job responsibilities only until they marry or start a family, etc.)

4. If the applicant was a man divorced with two children and the same education and experience, how might the interview have been different?

5. Was the Personnel Department fair to Beth Johnson in their treatment of her? Why or why not?

   - The point might be brought out that women <u>are</u> more likely to put family requirements ahead of job responsibilities than men or are more likely to quit when they get married or start a family, etc.

   - Women also have positive tendencies too, like holding up under stress, lower tendencies for heart attacks, etc.

   - With the changing attitudes toward wives working, children in day care, high divorce rates creating situations of women as the bread-winner, etc., women are taking job responsibilities more and more seriously.

   - The number of women who <u>must</u> work to support their families is increasing. About one of every eight families is now headed by a woman. Therefore, more and more women need well-paying work to provide for their children.

   - Women do not have a natural inability to handle authority as some people believe. Some women will handle authority well, some will not, the same as men.

   - Some men will resist the authority of women at first. However, when it is no longer new and unusual, men are likely to become more accepting.

6. Right now women are fighting for a chance to demonstrate that they can handle authority and that they <u>are</u> responsible workers. People are watching and judging. What effect might this have on individual women?

7. How could the interviewer have handled the situation so that he could have informed Beth of the concerns of the company without being offensive?

   - For example, stressing the importance of not missing work and reference to negative behavior of <u>other</u> employees rather than directly accusing Beth, etc.

8. List on the board suggestions from the class on what reasons people might have for not wanting to give women positions of authority.

9. See if the class can figure out possible bases for these reasons.

10. What changes are taking place that might decrease the importance of some of these reasons?

FOLLOW-UP: Allow five minutes at the end of class to summarize and evaluate what has been discussed. Include a discussion of:

- What women can do to get more authority on the job and handle it.

- Men's attitudes toward women in authority.

Student Worksheet #10 Happy Home Insurance Company

Interviewer: Good morning. May I help you?

Beth: Yes, my name is Beth Johnson, and I'm looking for a job. The receptionist told me to see you.

Interviewer: I see you have your application filled out. Which job was it that you're interested in?

Beth: Well, I was looking for something supervisory, and I thought the Sales Supervisor's job that is open might be a good start.

Interviewer: I see. Let's look at your background. You have two children? I don't like to pry, but I'm afraid I'll have to ask you about your day-care arrangements--I see you're divorced.

Beth: Yes, I am--but I've made adequate plans to see that my children are cared for.

Interviewer: Will someone take care of your children when they are sick? We expect our employees to be at work every day unless there is a serious emergency.

Beth: I plan to be at work every day.

Interviewer: You're not planning to have any more children, are you?

Beth: Why--uh--no. You see, I'm divorced.

Interviewer: Yes, I know, but a girl your age could easily remarry.

Beth: I don't have any plans to remarry.

Interviewer: Good, I'll just make a note of that. Now, where were we? Oh, yes. You have a year of experience in insurance sales and are working on an Associate Degree in business. What do you plan to do with it when you finish?

Beth: I hoped to get a job in business management. I thought I might be eligible for some kind of management training program.

Interviewer: With only a year's sales experience, I'm afraid our Personnel Director would hesitate to invest training time in you. You'd have to give a better indication of your abilities as a supervisor before we could consider it.

Beth: What about the opening for Sales Supervisor?

Interviewer: Perhaps. But then, there's the problem of making a girl supervisor over men. Generally, we try not to do that because it makes the men nervous and reduces their productivity. I think you'd be better off staying in sales.

Adapted from Kast, Fremont E., and James E. Rosenweig, "Changing Values and Roles: Women in Management," Experiential Exercises and Cases in Management McGraw-Hill, 1976, pp. 327-336.

Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

Concord Motivation Service, *Successful Supervision*, Media Pennsylvania, 1968.
Series of booklets covering a variety of topics in the business world: Leadership Skills, The Art of Giving Instructions, Decision-Making, Cooperation, Work Simplification, How to Plan and Schedule Work, Training New Employees, How to Control Cost, Preventive Maintenance. The format in each booklet is informal; the language is informal. Illustrations, tips, and cases are included.

Kimbrell, Grady and Vineyard, Ben S., *Succeeding in the World of Work*, McKnight Publishing Company, Bloomington, Illinois, 1975.
Text covers basic know-how needed in the World of Work, plus knowledge and skills required for fulfilling one's responsibilities in the world of work. Specific chapters fall under the general headings of 'Entering the World of Work', Awareness of Personal Responsibilities, Awareness of Consumer Responsibilities, Planning Your Future Responsibilities. Topics include applying for a job, getting along with co-workers, human relations, understanding yourself, money management, responsibilities as a consumer, etc.

Kimbrell, Grady and Vineyard, Ben S., *Activities for Succeeding in the World of Work*, McKnight Publishing Company, Bloomington, Illinois, 1975.
Workbook to be used in conjunction with *Succeeding in the World of Work*. Activities include survey questionnaires, quizzes, vocabulary and math tests.

Stewart, Nathaniel, *Help Your Boss & Help Yourself*, a division of American Management Associations, New York, 1974.
This book answers questions such as: "Just what can you do to help your boss overcome his limitations and perform more effectively? How can you do it? Why should you do it? Are there different types of bosses who need your help? Do they have different kinds of blind spots holding them back? And are they to be managed differently?" Chapters include profiles of types of bosses, constructive guidelines to follow when helping the boss. Also contains postscript for the boss: Advice on how to take advice and a postscript for the subordinate: What an effective boss is expected to do.

Zanca, Jacqueline, "Managing Your Time," *Women's Work*, Vol. 3, No. 3, May/June, 1977, pp. 5-9.
Techniques for managing time. Includes ten ways to kick the "time abuse habit." Placing a value on time, setting goals, organizing activities, and setting priorities are emphasized.

AUDIO VISUAL RESOURCES

Basic Job Skills: Handling Responsibility, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 55289. (12 minutes)

Recurring characters who assume changing roles in four different work situations demonstrate variations on the theme of handling responsibility. This role-playing approach focuses on core situations which examine the interdependence of co-workers in accepting job responsibilities, responsibilities of workers to supervisors, and the responsibility of a supervisor for the work of others. After each presentation, a summary is made of the important points. A 1976 production.

You and Your Job: Taking Supervision, Coronet Instructional Media, Chicago, Illinois. (49 frames, 9½ minutes)

This filmstrip emphasizes that the ability to follow directions is an important asset. Willingness to accept and see criticism is a key factor in taking supervision and improving work.

There is much more to supervision than someone simply giving orders and the other person following them. Supervision involves understanding that a job needs to be done, that there is a certain way to do it, and a limited time to do it in.

Your Job: You and Your Boss, Coronet Instructional Media, Chicago, Illinois. (17 minutes)

Looks at jobs first from the employer's point-of-view. Through interviews with employers, it establishes the criteria used to select employees and the behavior most generally expected of employees. (1) Be dependable, arrive on time, (2) Do the job well, and (3) Do the job a certain way.

Examines employer-employee relationships from the employee's point-of-view with respect to reacting to authority.